

Kindergarten – Analysis of Similarities and Differences

South Carolina College- and Career-Ready Standards Common Core State Standards

Inquiry-Based Literacy Standards (I)	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.	
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, and the environment.	
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.	
3.2 With guidance and support, select information, revise ideas, and record and communicate findings.	
3.3 <i>This indicator does not begin until Grade 6. Grade 6 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.</i>	
3.4 <i>This indicator does not begin until Grade 6. Grade 6 Organize and categorize important information, revise ideas, and report relevant finds.</i>	
Standard 4: Synthesize information to share learning and/or take action.	
4.1 With guidance and support, discover relationships and patterns during the inquiry process.	
4.2 With guidance and support, use tools to communicate findings.	
4.3 With guidance and support, reflect on findings.	

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.	
5.1 With guidance and support, recognize the value of individual and collective thinking.	
5.2 With guidance and support monitor and assess learning to guide inquiry	
5.3 <i>This indicator does not begin until Grade 1.</i> Grade 1 Articulate the thinking process.	

Reading – Literary Text Standards (RL)	Reading Standards (R)
Principles of Reading	Foundational Skills
Standard 1: Demonstrate understanding of the organization and basic features of print.	RF.K.1: Demonstrate understanding of the organization and basic features of print.
1.1 Follow words from left to right, top to bottom, and front to back.	RF.K.1.a Follow words from left to right, top to bottom, and page by page.
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.
1.3 Understand that words are separated by spaces in print.	RF.K.1.c Understand that words are separated by spaces in print.
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
2.1 Recognize and produce rhyming words.	RF.K.2.a Recognize and produce rhyming words.
2.2 Count, pronounce, blend, and segment syllables in spoken words.	RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.
2.3 Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.	RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.	RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.
3.1 Produce one-to-one letter-sound correspondences for each consonant.	RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
3.2 Associate long and short sounds of the five major vowels with their common spellings.	RF.K.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
3.3 Read regularly spelled one-syllable words.	
3.4 Distinguish between similarly spelled consonant-vowel-consonant-patterned words by identifying the sounds of the letters that differ.	RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
3.5 Read common high-frequency words.	RF.K.3.c Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).

3.6 Recognize grade-appropriate irregularly spelled words.	
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	RF.K.4: Read emergent-reader texts with purpose and understanding.
4.1 Read emergent-reader texts with purpose and understanding.	
4.2 Read emergent texts orally with accuracy, appropriate rate, and expression.	
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	
(RL) Meaning and Context	(R) Key Ideas and Detail
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	RL.K.1 With prompting and support, ask and answer questions about key details in a text.
5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	
Standard 6: Summarize key details and ideas to support analysis of thematic development.	Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
(RL) Meaning and Context	(R) Integration of Knowledge and Ideas
6.1 Describe the relationship between illustrations and the text.	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
7.1 With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.	RL.K.2 With prompting and support, retell familiar stories, including key details.
7.2 Read or listen closely to compare familiar texts.	

	RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
(RL) Meaning and Context	(R) Key Ideas and Details
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
8.1 With guidance and support, read or listen closely to: <ul style="list-style-type: none"> a. describe characters and their actions; b. compare characters' experiences to those of the reader; c. describe setting; d. identify the problem and solution; and e. identify the cause of an event. 	RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
(RL) Language, Craft, and Structure	(R) Craft and Structure
Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
9.1 With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.	
9.2 With guidance and support, identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	
(RL) Language, Craft, and Structure	(L) Vocabulary Acquisition and Use
Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
10.1 With guidance and support, ask and answer questions about known and unknown words.	RL.K.4 Ask and answer questions about unknown words in a text.
10.2 With guidance and support, identify new meanings for familiar words and apply them accurately.	L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).
10.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	L.K.4.b Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.
10.4 With guidance and support, identify the individual words used to form a compound word.	
10.5 With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.	
10.6 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
(RL) Language, Craft, and Structure	(R) Craft and Structure
Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.	Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
11.1 Identify the author and illustrator and define the role of each.	RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
11.2 Identify who is telling the story, the narrator or characters.	
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
12.1 Recognize and sort types of literary texts.	RL.K.5 Recognize common types of texts (e.g., storybooks, poems).
12.2 Recognize the crafted text structure of recurring phrases.	
(C) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and digital media to enrich understanding when presenting ideas and information.	Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

(RI) Language, Craft, and Structure	(R) Integration of Knowledge and Ideas
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
(RL) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
(RL) Range and Complexity	(R) Range of Reading and Level of Text Complexity
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
13.1 Engage in whole and small group reading with purpose and understanding.	RL.K.10 Actively engage in group reading activities with purpose and understanding.
13.2 Read independently for sustained periods of time to build stamina.	
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	

Reading - Informational Text Standards (RI)	Reading Standards (R)
Principles of Reading	Foundational Skills
Standard 1: Demonstrate understanding of the organization and basic features of print.	RF.K.1: Demonstrate understanding of the organization and basic features of print.
1.1 Follow words from left to right, top to bottom, and front to back.	RF.K.1.a Follow words from left to right, top to bottom, and page by page.
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.
1.3 Understand that words are separated by spaces in print.	RF.K.1.c Understand that words are separated by spaces in print.
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
2.1 Recognize and produce rhyming words.	RF.K.2.a Recognize and produce rhyming words.
2.2 Count, pronounce, blend, and segment syllables in spoken words.	RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.
2.3 Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.	RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
3.1 Produce one-to-one letter-sound correspondences for each consonant.	RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
3.2 Associate long and short sounds of the five major vowels with their common spellings.	RF.K.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
3.3 Read regularly spelled one-syllable words.	
3.4 Distinguish between similarly spelled consonant-vowel-consonant-patterned words by identifying the sounds of the letters that differ.	RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
3.5 Read common high-frequency words.	RF.K.3.c Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).

3.6 Recognize grade-appropriate irregularly spelled words.	
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read emergent-reader texts with purpose and understanding.	RF.K.4 Read emergent-reader texts with purpose and understanding.
4.2 Read emergent texts orally with accuracy, appropriate rate, and expression.	
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	
(RI) Meaning and Context	(R) Key Ideas and Details
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	RI.K.1 With prompting and support, ask and answer questions about key details in a text.
5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	
Standard 6: Summarize key details and ideas to support analysis of central ideas.	Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
6.1 With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.	RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.	
(RI) Language, Craft , and Structure	(R) Craft and Structure
Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
8.1 With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.	

8.2 With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	
	R.I.K.4 With prompting and support, ask and answer questions about unknown words in a text.
(RI) Language, Craft, and Structure	(L) Language Acquisition and Use
Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	<p>Language Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Language Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
9.1 With guidance and support, ask and answer questions about known and unknown words.	RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.
9.2 With guidance and support, identify new meanings for familiar words and apply them accurately.	L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).
9.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	L.K.4.b Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.
9.4 With guidance and support, use print and multimedia resources to explore word relationships and meanings.	
9.5 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	<p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p>

(RI) Language, Craft, and Structure	(R) Craft and Structure
Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning and style.	Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.
10.1 Identify the author and illustrator and define the role of each.	RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
	RI.K.5 Identify the front cover, back cover, and title page of a book.
11.1 With guidance and support, explore informational text structures within texts heard or read.	
11.2 With guidance and support, identify the reasons an author gives to support a position.	RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
	(R) Key Ideas and Details
	Anchor Standard 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
	RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
(C) Meaning and Context	(R) Integration of Knowledge and Ideas
Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and digital media to enrich understanding when presenting ideas and information.	Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
	(R) Integration of Knowledge and Ideas
	Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

(RI) Range and Complexity	(R) Range of Reading and Text Complexity
Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text.	Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
12.1 Engage in whole and small group reading with purpose and understanding.	RI.K.10 Actively engage in group reading activities with purpose and understanding.
12.2 Read independently for sustained periods of time.	
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	

Writing Standards (W)	Writing Standards (W)
Meaning, Context, and Craft	See Standards Listed Below
<p>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>Text Types and Purposes Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>Production and Distribution Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Research to Build and Present Knowledge Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
<p>1.1 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>1.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</p>	<p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

<p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>Text Types and Purposes Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Production and Distribution Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Research to Build and Present Knowledge Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
<p>2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>2.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</p>	<p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>Text Types and Purposes Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p>Production and Distribution Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Research to Build and Present Knowledge Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
<p>3.1 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.</p> <p><i>Included in Fundamentals of Writing</i></p>	<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p>3.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</p>	<p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>

(W) Language	(L) Conventions of Standard English
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Writing 6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.	L.K.1.a Print many upper- and lowercase letters.
4.1 With guidance and support, use nouns.	L.K.1.b Use frequently occurring nouns and verbs.
4.2 With guidance and support, form regular plural nouns orally by adding /s/ or /es/.	L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).
4.3 With guidance and support, understand and use interrogatives.	L.K.1.d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).
4.4 With guidance and support, use verbs.	L.K.1.b Use frequently occurring nouns and verbs.
4.5 With guidance and support, use adjectives.	
4.6 With guidance and support, use prepositional phrases.	L.K.1.e Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).
4.7 With guidance and support, use conjunctions.	
4.8 Produce and expand complete sentences.	L.K.1.f Produce and expand complete sentences in shared language activities.
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5.1 Capitalize the first word in a sentence and the pronoun <i>I</i> .	L.K.2.a Capitalize the first word in a sentence and the pronoun <i>I</i>
5.2 Recognize and name end punctuation.	L.K.2.b Recognize and name end punctuation.
5.3 Write letter(s) for familiar consonant and vowel sounds.	L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
5.4 Spell simple words phonetically.	L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
5.5 Consult print and multimedia resources to check and correct spellings.	

(C) Meaning and Context	(W) Production and Distribution
Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and digital media to enrich understanding when presenting ideas and information.	Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
See Standards Listed Below	(W) Research to Build and Present Knowledge
Reading Informational Text Meaning and Context Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
Reading Literacy Text Meaning and Context Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. Reading Informational Text Meaning and Context Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

(W) Range and Complexity	(W) Range of Writing
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.	.
6.2 Print upper- and lowercase letters.	L.K.1.a Print many upper- and lowercase letters.
6.3 Recognize that print moves from left to right and that there are spaces between words.	
6.4 Locate letter keys on an electronic device.	
6.5 <i>This indicator begins in Grade 2.</i> <i>Grade 2 Begin to develop cursive writing.</i>	

Communication Standards (C)	Speaking and Listening Standards (SL)
Meaning and Context	Comprehension and Collaboration
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.	Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
1.1 Explore and create meaning through play, conversation, drama, and story-telling.	
1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
1.3 Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.	
1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.	SL.K.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.	SL.K.1.b Continue a conversation through multiple exchanges.
<i>1.6 This indicator does not begin until English 1. English 1 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.</i>	
(C) Meaning and Context	(SL) Presentation of Knowledge and Ideas
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
	(W) Research to Build and Present Knowledge
2.1 With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
2.2 With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.	W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

2.3 This indicator does not begin until Grade 6 . Grade 6 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	
2.4 This indicator does not begin until Grade 3 . Grade 3 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.	
(C) Meaning and Context	Speaking and Listening Standards (SL)
Standard 3: Communicate information through strategic use of multiple modalities, visual displays, and digital media to enrich understanding when presenting ideas and information.	<p>Comprehension and Collaboration Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Presentation of Knowledge and Ideas Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</p>
	SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3.1 Explore how ideas and topics are depicted in a variety of media and formats.	
3.2 Use appropriate props, images, or illustrations to support verbal communication.	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
(C) Language, Craft, and Structure	(SL) Comprehension and Collaboration
Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.	Anchor Standard 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4.1 Identify speaker's purpose.	
4.2 Identify the introduction and conclusion of a presentation.	
4.3 Identify when the speaker uses intonation and word stress.	

Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs.	
5.2 Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.	
5.3 <i>This Indicator does not begin until English 1.</i> English 1 Develop messages that use logical, emotional, and ethical appeals.	
	SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
See Standards Listed Below	(SL) Presentation of Knowledge and Ideas
Communication Meaning and Context Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives. Writing Language Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

The following section of this document compares the Common Core Language Standards with the SC College- and Career-Ready ELA standards. Parallels to the Common Core language standards are found in the Reading and Writing strands of the SC CCR standards as noted.

Writing Standards (W)	Language Standards (L)
Language	Conventions of Standard English
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Writing Range and Complexity 6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.	L.K.1.a Print many upper- and lowercase letters.
4.1 With guidance and support, use nouns.	L.K.1.b Use frequently occurring nouns and verbs.
4.2 With guidance and support, form regular plural nouns orally by adding /s/ or /es/.	L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).
4.3 With guidance and support, understand and use interrogatives.	L.K.1.d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).
4.6 With guidance and support, use prepositional phrases.	L.K.1.e Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).
4.8 Produce and expand complete sentences.	
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
5.1 Capitalize the first word in a sentence and the pronoun <i>I</i> .	L.K.2.a Capitalize the first word in a sentence and the pronoun <i>I</i> .
5.2 Recognize and name end punctuation.	L.K.2.b Recognize and name end punctuation.
5.3 Write letter(s) for familiar consonant and vowel sounds.	L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
5.4 Spell simple words phonetically.	L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
	(L) Knowledge of Language
	Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

See Standards Listed Below	(L) Vocabulary Acquisition and Use
<p>Reading Literary Text Language, Craft, and Structure Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>Reading Informational Text Language, Craft, and Structure Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>	<p>Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>
	<p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>
<p>10.2 With guidance and support, identify new meanings for familiar words and apply them accurately.</p>	<p>L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p>
<p>9.2 With guidance and support, identify new meanings for familiar words and apply them accurately</p>	
<p>10.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words</p>	<p>L.K.4.b Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>
<p>9.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.</p>	
	<p>Anchor Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
<p>9.5 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.</p>	<p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p>
<p>10.6 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.</p>	<p>L.K.5.a Sort common objects into categories .</p>
	<p>L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>
	<p>L.K.5.c Identify real-life connections between words and their use</p>
	<p>L.K.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</p>

See Standards Listed Below	(L) Vocabulary Acquisition and Use
<p>Reading Literary Text Language, Craft, and Structure Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p>Reading Informational Text Language, Craft, and Structure Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p> <p><i>Included in Fundamentals of Reading</i></p>	<p>Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p>Reading Literary Text Language, Craft, and Structure 10.6 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.</p>	<p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<p>Reading Informational Text Language, Craft, and Structure 9.5 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.</p>	